DOCUMENT RESUME

ED 478 853 CS 512 301

AUTHOR	Shanklin, Nancy L.
TITLE	An Inquiry Study into Adolescent Literacy: Encouraging the Development of Adolescent Readers. NCTE Reading Initiative.
INSTITUTION	National Council of Teachers of English, Urbana, IL.
PUB DATE	2002-04-00
NOTE	12p.; See CS 512 291-302 for related documents.
AVAILABLE FROM	National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096. Tel: 800-369-6283 (Toll Free); Web site: http://www.ncte.org. For full text: http://www.ncte.org/ readinit/curriculum/inqstudies.shtml.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Adolescents; *Classroom Techniques; Inquiry; *Professional Development; Reading Fluency; *Reading Programs; Secondary Education
IDENTIFIERS	Reflective Practice; Study Groups

ABSTRACT

In this inquiry study, teachers will explore ways to encourage the development of adolescent readers as their learning expands to include more difficult and varied content. Teachers will examine the strategies used by proficient readers and conduct inquiries into how these strategies may best be taught to adolescents. Teachers will consider how the new learning from their study group might be shared with others and a more cohesive reading program developed for middle and/or high schools. Lists 5 professional reading articles for initiating engagements. (NKA)

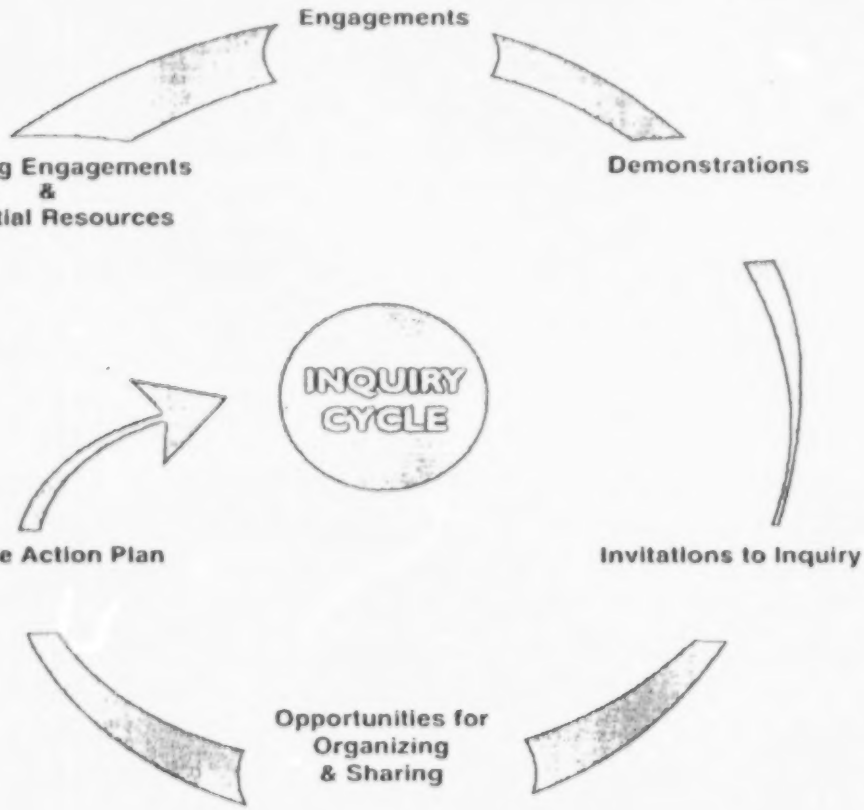
Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 478 853

An Inquiry Study into

Adolescent Literacy: Encouraging the Development of Adolescent Readers

In this Inquiry Study, you will explore ways to encourage the development of adolescent readers as their learning expands to include more difficult and varied content. You will examine the strategies used by proficient readers and conduct inquiries into how these strategies may best be taught to adolescents. You will consider how the new learning from your study group might be shared with others and a more cohesive reading program developed for your middle and/or high school.



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. A. Myers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Nancy L. Shanklin
University of Colorado at Denver
Spring 2002

 Copyright © 2002, NCTE

CS 512 301

BEST COPY AVAILABLE

LANGUAGE & LEARNING CONCEPTS

The following is a list of learning concepts that will be explored in this study. You are encouraged to add additional concepts. This is not meant to represent an exhaustive list. Please note that learning to read is a life long process. Adolescent and adult readers are always perfecting familiar strategies and learning new ones. A fuller set of concepts is available at the beginning of the RI curriculum and are included here as *general language learning concepts.* Most hold true across the studies. The way in which learners use language and learn language doesn't change as they get older and more experienced; yet their ability to use what they know might be impacted by various curriculum structures, i.e. homeroom vs. departmentalized schools.

- Adolescents have extensive literacy histories. It is important to know these literacy histories and use them to guide students' future literacy development.
- Some students have literacy histories fraught with difficulties. These difficulties need to be transformed into positive strategies and behaviors.
- There is always a wide range of reading and writing abilities in a secondary class. This range gets broader as learners age.

GENERAL LITERACY LEARNING CONCEPTS

- Proficient readers use the following strategies to make sense of and remember what they read: use prior knowledge, question, visualize, make connections, determine importance, draw inferences, use fix-up strategies, synthesize.
- Proficient readers anticipate the structures that they will find in text. They use these text structures to aid their comprehension and ability to remember what they have read.
- Working to understand the structure of text also seems to be an important feature of using a web site.
- Guided reading allows teachers to model and demonstrate strategies used by proficient readers.
- Learners themselves need to develop meaningful and authentic purposes for reading.
- Text structure is a clue to what the author views as important.
- A rich vocabulary aids readers in comprehending text.
- Thinking aloud is one of the best ways for teachers to help students learn new literacy strategies. It is important that teachers demonstrate their own reading strategies to students.
- Proficient readers know a variety of methods for determining the meaning of new vocabulary.
- To continue development as readers, students need to personally engage in reading materials at their free and instructional reading levels.
- Readers develop fluency by doing wide reading of gradually more challenging materials.
- Readers who know and apply a range of reading strategies have greater confidence and stamina when faced with more challenging reading tasks.
- Proficient readers can pinpoint when meaning breaks down.
- When meaning breaks down, proficient readers know several strategies to try in order to fix problems and continue reading.
- Using other communication systems can help readers to better understand what they read. The process of thinking and moving to another communication system deepens understanding and memory. Additional dimensions may be added to readers' thinking if representations are shared and discussed among them.
- Students' comprehension is only possible when a link is made to what they already know. Reading must always be anchored in the life space of learners.

 Copyright © 2002, NCTE

BEST COPY AVAILABLE

- Language strategies and skills are learned best when embedded in meaningful learning.
- Language strategies and skills develop more when the learning focus is depth rather than breadth.
- Sound literacy practices must support what researchers know about language and language learning.
- Students' written work (diagrams, free writes, sketches) reveals their strategy use and comprehension.
- Proficient readers make interrelated use of multiple sign systems.
- Ineffective use of the language cueing systems interferes with reading comprehension.
- Reading and writing are social practices that we sometimes do individually.
- Proficient readers employ a range of reading and thinking strategies to comprehend, remember, analyze, and synthesize what they read.
- Good instruction takes into account the language, the culture, and the full context of the students, the teacher, and their environment.
- Reading is more likely to be enjoyable and self-sustaining if readers can make sense of, comprehend, remember, and use the information from what they read.
- If understanding is to be gained from reading and then remembered, readers need to process information for themselves, rather than have meaning interpreted for them through teacher lectures, question/answer sessions, or quizzes.
- Ineffectual reading strategies are often a function of inappropriate teaching. Under these conditions schools too often create adult readers who are aliterate—they can read, but choose not to.
- Reading ought to be "passionate engagement with human experience."
- Students want to read materials that reflect, validate, and/or extend their own experiences.

ASSESSMENT CONCEPTS

- Standards and benchmarks are not necessarily accurate indications of reading development.
- Students who have developed both fluency and stamina as readers often do better on standardized tests.
- Teachers can use insights from examining students' work samples to look for developmental patterns and plan future instruction that would increase students' reading comprehension.

CURRICULUM CHANGE CONCEPTS

- Focused observation of literacy lessons with follow-up discussion often helps teachers learn new practices that they are then willing to implement.
- Peer coaching can help teachers reflect upon their literacy teaching and to revise lessons to fit the needs of particular students.
- Recent literacy research suggests that some literacy practices are more effective than others.
- Technology is a tool that can encourage development of reading and writing.

 Copyright © 2002, NCTE

BEST COPY AVAILABLE

FOCUSING QUESTIONS

These are questions that have been generated to focus the experiences provided in this inquiry study. Everyone in your study group ought to feel free to add questions throughout the study and throughout the year.

- How do we learn both the personal literacy histories and current literacy contexts of the adolescents in our classes?
- What are the varying literacy demands made upon students as they move toward adulthood?
- How can we determine what literacy strategies students might already possess and what ones they need to develop?
- What are some social settings that adolescents find comfortable for learning? When might they choose to work independently?
- What is the relationship between motivation and comprehension for adolescent learners?
- What impact do external standards and benchmarks have upon the developing literacy abilities of adolescent learners?
- Are the literacy needs of middle and high schools learners different or alike?
- What are the implications for our level? For our articulation of students' learning ages 12-18?
- What roles might technology play for both students and teachers?
- What could we learn through peer coaching as we try new literacy lessons?
- How might we improve students' comprehension of what they read?
- How might we improve students' motivation for and engagement in literacy as adolescents?
- What are sound literacy practices in use at our school that we could build on?
- What are sound literacy practices in use in our feeder schools that we could build on?
- Which other teachers in our geographic area might we want to visit in order to observe and discuss their exemplary literacy practices with them?
- What videotapes of quality literacy lessons might we want to observe and discuss?
- How does our work to improve students' literacy fit within larger department, district, state, and national systems? What's helping? What's hindering? What might we work to change?
- How might our literacy instruction be more proactive rather than reactive to mandates?
- How do teachers who are beating the odds help students develop greater literacy skills while at the same time teach content?
- How are the literacy needs of middle and high school students like and different? What are the implications for our level? For our articulation of students' learning ages 12-18?
- What does differentiated instruction really mean?
- How do you think about having students both read and learn new content when the variety of reading levels is so great?
- How do we teach toward improvement on standards and benchmarks when the range of reading abilities in our classes is so great?
- What are the technology resources at your school that could be used to develop students' literacy?
- How can technology be used to encourage literacy development?
- How can adolescents develop fluency as readers?
- How can adolescents develop stamina as readers?
- What would help students better demonstrate what they know on standardized tests?
-
-

 Copyright © 2002, NCTE

BEST COPY AVAILABLE

TERMS ASSOCIATED WITH THIS TOPIC

In addition to focus questions that come to mind when teachers act as active inquirers into their own practice, is an initial list of words and phrases related to research and inquiry. You might elect to begin your own list--graffiti-style—on a large piece of butcher paper that can be added to over time. You are also invited to add terms to those below. This list helps frame the territory of your study group's work.

prior knowledge	engagement	multiple literacies	main idea/What's most important	genre
background knowledge	authentic	guided reading	inferring	text structures
process	developmental levels/continuums	independent reading	summarizing	
product/content	standards	connections	marking	
motivation	benchmarks	visualizing	coding	

READING INITIATIVE LEARNING STRANDS

The Reading Initiative professional development experience could be envisioned as a complex tapestry of beliefs, engagements, readings, questions, and reflections. Each engagement is woven onto a foundation provided by the following strands.

Personal Literacy as Part of a Cultural Community	Knowledge Base	Close Observation	Supportive Literacy Contexts	Professional Culture
Focused observations and analysis by each participant of his/her own literacy processes and theories, including the forces that impact those theories	The concepts and experiences explored and supported by professional reading	Focused observations and analysis of students as literacy learners	Exploration and development of contexts that support and encourage readers and writers	Exploration and development of procedures and contexts that encourage collegiality

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Overview

Adolescent Literacy: Encouraging the Development of Adolescent Readers

Initiating Engagements

Shared experiences that help participants reflect on their personal experiences and knowledge—getting those out into the class conversation—as the group predicts the direction of the study.

The consultant facilitates several or all of these experiences to get the study under way.

I1

Collecting What We Know

As a group, participants contribute to four ongoing collections, 1) questions they have about the language study, 2) at least 5 resources for a group-created text set, including books, journals, articles in the popular press, reading/writing developmental continua, 3) a graffiti board collection of all related words and phrases, i.e. background information, genre, inference; 4) a list: what possible ways could we study how to help adolescents become better readers?

I2

Imagining New Century Schools

Twenty-first century classrooms reflect a new set of resources and a new set of challenges for ELA teachers. Group members will read one of two articles and discuss to help the group think about the literacy issues facing us and our students, then draft initial questions or plans that help the study group keep sight both of day-to-day life in the classroom, as well as a broader view of literacy in this century.

I3

Examining Our Reading Strategies

Working in pairs, group members read passages and think of content strategies they used to comprehend what was read. During future meetings, a list of reading strategies and their similarities/differences is made for each content area.

I4

Case Studies of Adolescents

After reading several case studies, specific suggestions are generated to help adolescents become better readers and writers. Ideas are also given about how a solo reading experience becomes a social reading and writing experience.

I5

Examining NCTE, State, and District Language Arts Standards and Benchmarks

Literacy standards and benchmarks are compared across national, state, and district levels to understand which are consistent for particular grade levels. The value of grade-level benchmarks is considered.

I6

Best Practices in the Teaching of Reading: What are the implications?

Participants discuss questions about new literacy practices and reasons to use them in the classroom. Older teaching practices that are still beneficial for students are discussed.

I7

Looking at Language & Literary Terms: Nikki Giovanni and the Reading of Poetry

Giovanni's poetry offers adolescent readers the chance to discuss gripping poetry and to identify literary terms in everyday language as an entry into literary language.

I8

IRA Position Statement on Adolescent Reading

Participants read and respond to the IRA Position Statement on Adolescent Reading. In the second activity, participants read/mark the text and engage in a Socratic Seminar.

 Copyright © 2002, NCTE

BEST COPY AVAILABLE

Potential Resources

Multiple and varied sources of information that provide alternative perspectives and create opportunities for complex connections.

All participants in the study group contribute resources to a collective text set. NCTE provides key articles and video footage. Consultant reads all articles in planning the study.

Creating a Text Set

Participants each contribute at least 5 resources for a group-created text set, including books, journals, articles in the popular press, pamphlets, etc.

Specific to this study:

- a set of recent literacy journals and texts; or publishers' catalogues
- district and state curriculum documents

Professional Reading

Optional: Schedule part of each meeting to read from the evolving text set, providing an opportunity to seek information to inform the group's questions.

Engagements

Opportunities to test out and explore multiple perspectives on the language process.

These experiences might be facilitated by the consultant or by a group leader in the consultant's absence. Some experiences are lived outside of the study group time.

E1
Engaging Students in Thinking Aloud

Participants share ideas about the "think aloud" strategy; then use short texts for a demonstration of the strategy to highlight these skills: using previous knowledge, mentally creating a picture of what is read, predicting, drawing inferences, detecting bias, rereading to understand, and noting the organizational pattern of what is read.

E2
Examining Students' Reading from Samples of Their Written Work

Participants gather four types of students' writing (Retell, Summary, Research Notes, and Two-column Response journal entries, Constructed Responses to higher level teacher questions, or compare/contrast paragraphs). Information is gained to guide further instructional decision-making.

E3
Learning from Examining Students' Miscue Patterns

The group listens to a recording of students' oral reading of a 300-500 word text and marks miscues as a means to help participants understand the reading process by contrasting miscue patterns of students with various ability levels. The miscue information provides insights about reading strategies that can be used for teaching in content areas.

E4
Using Reading Interview Information

The Burke Reading Interview for Older Readers and the Content Reading Interview is used to compile literacy histories of adolescents. Instruction is planned and developed according to what the literacy histories reveal.

E5
Exploring the Case for Using Multicultural Literature

Participants write a response journal entry after reading "Literature as Invitation" (Probst). Groups of two or three share their responses to the article. The group considers how this piece becomes a rationale for using multicultural literature in the classroom to create passionate readers.

E6
Creating Passionate, Engaged Readers and Writers: A Jigsaw

Pairs of study group members read and mark one of the articles from *Voices from the Middle*, 8(2), and design a discussion question. After discussing the most important points, they design an additional discussion question for members who have not read the article. Others discuss the article and discussion questions.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

E7
Bridging Home and School Literacies
Students' literacies reflect their cultural communities and may or may not yet connect with the literacy of schooling. A choice of key articles on this topic from a variety of cultural contexts provide ideas for the study group members' own teaching.

E8
Expository Texts in the Literature Classroom
Focusing particularly on the text features specific to different expository texts can help readers build stronger comprehension skills in the literature classroom, as well as in different content areas. Study group members choose among readings and prepare a specific text feature teaching demonstration for their peers.

E9
Working with "Struggling" Readers
Using a series of articles on working with less experienced readers, study group members pull out author-identified key strategies that can be incorporated into their own teaching.

Demonstrations

Examination of language concepts and the learning process. Build from learners' questions and help to generate new insights.

Demonstrations are led by the consultant and help build new knowledge and understandings. They generally follow the preceding group and individual experiences.

D1
Eight Research-Based Comprehension Strategies
The study group considers their own reading strategies in contrast to a list of eight, as well as considers the value of these eight to different content areas. Each group member commits to using one strategy in their teaching the next week and that experience is discussed and reflected upon at the next meeting.

D2
Determining and Using Text Structure
Participants think aloud in response to a news headline to predict the text structure that follows. Particular content area texts are reviewed for the structures that predominate.

D3
Guided Reading
Using Guided Reading in collected books and articles, participants model meaningful reading by using researched-based comprehension strategies.

D4
Encouraging Vocabulary Development
Members of the group use their own instructional materials to develop and compare lists of vocabulary as a means to consider when and how it makes sense to teach vocabulary. Members also read articles from the resources to gather ideas for successfully teaching vocabulary.

D5
When Meaning Goes Awry
Members generate insights about when meaning breaks down, by marking places in a challenging article that are confusing. Patterns of confusions and particular strategies readers use to fix these confusions are discussed.

D6
Helping Students Learn Additional Comprehension Strategies
Other communication systems are considered to determine which support readers in comprehending and remembering select text passages. Discussion follows about comprehension strategies that readers use.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Invitations to Inquiry

Applying questions, tools, and methods of inquiry to a specific issue.

Invitations to inquiry provide opportunities to conduct focused, short inquiries to further explore concepts and questions that have been raised. Participants are invited to choose or create their own inquiries as appropriate. They can be explored by individuals, small groups, or by the entire group.

Q1
How might we...? What happens when we...?
Group members choose peer-coaching partners and the group selects key strategies to try in their classrooms, with the coach providing feedback.

Q2
Good Literacy Practices
Participants brainstorm and discuss worthwhile literacy practices that are happening in their schools. A videotape may be used to show the teaching of a colleague not in the study group, or a participant's report of a teacher who employs good literacy practices may be presented to the group.

Q3
Secrets of Teachers Who Are Beating the Odds
Literacy test scores are compared for members' schools, for particular literacy programs, and each member's individual score as a teacher. Discussion follows about how the literacy needs of middle/high school students are alike/different and what the implications are for the middle/high school levels. The CELA brochure information is discussed regarding the importance of this test(s) and why "less is more" may work.

Q4
Organizing for a Wide Variety of Reading Levels
Each participant creates a text set that reflects students' free and instructional reading levels, developed according to a common theme. A discussion follows about the readings based on what is easy, just right, or challenging for students.

Q5
Working with ESL, or English Language Learners
Participants read provided resources (as well as others) and compile a list of successful strategies to better support students whose first language is not English. Researchers' analysis of the "failure" of learners is included.

Q6
Using Technology to Encourage Literacy Development
One or two technology lab sessions are scheduled for discussions about how Internet connections are used as tools to develop literacy, and how the Internet can be used to help plan instruction for students' writing.

Q7
Helping Students Develop Greater Fluency and Stamina
Participants write a journal entry about reading experiences at certain developmental reading levels that gave them more confidence and stamina when faced with a challenging reading task. A review of students' think-aloud experiences from two distinctly different reading passages from a state or norm-referenced test considers how students' stamina for reading might be increased.

Q8
Preparing, Planning, Getting Ready for the Block
Follow the planning of one Chicago-area high school as it studied, prepared for, and instituted block scheduling. Sample block schedules offer different school communities schedule options as they consider the value of block scheduling as part of their school literacy plan.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Opportunities for Organizing and Sharing

Public displays, charts, webs, lists, notes. Ways of gathering ideas and plans and representing knowledge.

Silent, Written Wall Talk
Silent conversations to pose questions, suggesting solutions, and to list observations to see what others are thinking. Participants take turns writing on wall charts for a short time —then respond to issues raised or later use them for discussion.

Interesting Question Book
Participants each keep question journals or a section of a notebook to jot down questions that come to mind. These are reviewed over time.

These are used at different places in the study and are saved to revisit over time.

Decision Taker
A group notebook or website is created to record the group's decision/action plans for an archive that is accessible to all participants.

Individual or Group Portfolios
An individual or group portfolio is made to collect experiences of this Inquiry Study and to shape future inquiry projects.

With RA3
Year Long Planning Charts, Assessments, Units of Study for reflection in the classroom

With RA1
A Secondary Literacy Plan for each participant's school

With RA2
List of protocols adopted in order for future study groups to function better.

Reflective Action Plan

Activities that help the participants reflect on their current experience and opinions in constructing their understanding of the unit of study and subsequent new practice.

RA1
Developing a School Literacy Plan
Each participant considers what targeted literacy goals for their schools should be considered and list important, key literacy foci which should be key elements for reflection.

RA2
Protocols of Long-Term Study Groups/Critical Friends Groups
Participants reflect and discuss areas of the inquiry study that helped the group function best and which additional protocols should be adopted for future groups to follow and which might be eliminated.

An opportunity to take new action based on new knowledge, and an opportunity to reflect on future directions the group or individual learning might take.

RA3
Renewing Your Own Classroom
Each member of the study group reflects upon what classroom practices are now in place as a result of participating in this inquiry study. Individually developed web sites, time lines, sketches, lists, or personal reflections outlining a plan are shared in the group.

Copyright © 2002, NCTE

BEST COPY AVAILABLE

Professional Reading

Key Articles for Initiating Engagements:

Bintz, W. (1997). Exploring reading nightmares of middle and secondary school teachers. *Journal o Adolescent & Adult Literacy, 41(1),* 12–24.

Buehl, D. (1998). Integrating the "R" word into the high school curriculum: Developing reading programs for adolescent learners. *National Association of Secondary School Principals Bull 82(600)*, 57-66.

Hannick Walsh, J. (2000). Literacy narratives: Knowing students. In Close, E. & Ramsey, K. (Eds.) *middle mosaic: A celebration of reading, writing, and reflective practice at the middle level* (73-76). Urbana, IL: NCTE.

Jago, C. (1999). Looking at Language. In *Nikki Giovanni in the classroom* (pp. 18-33). Urbana, IL: NCTE.

Langer, J. (1999). *Students exceed expectations when schools nurture teachers' professional lives*. Albany, NY: National Research Center of English Learning & Achievement (CELA). (Adap from

BEST COPY AVAILA

 Copyright © 2002, NCTE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").